


1950

Teacher-Pupil Relationships

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TEACHER-PUPIL RELATIONSHIPS

by

Lela Virginia Watson

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education, in the Graduate School
of the Central Washington College of Education

August, 1950

Dedicated
to
"My Pupils"

ACKNOWLEDGMENTS

Grateful acknowledgment is made to Dr. Emil Samuelson, who directed this study, for his assistance and encouragement, and to Dr. Lewie Burnett, Dr. Loretta Miller, and Dr. Loron Sparks for special courtesies and assistance.

Special thanks is also due the remedial supervisor of South Kitsap who so kindly gave her support, and to the teachers and pupils for their full cooperation.

Lela Virginia Watson

Port Orchard, Washington

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Chapter I

INTRODUCTION

Classroom teachers everywhere have problems to solve. Many of these are partially or wholly solved by the teachers themselves. However, many problems require more time to investigate than teachers can spare from their work. "In scores of actual cases, teachers in service have attacked and solved their most pressing problems by means of informal investigations, solutions which, though not always ideal, have removed existing difficulties."¹ Some teachers become so engrossingly interested in existing problems that they take leave from their teaching so that they may give added time to a more thorough study of problems which confront them.

The research department of our educational association is directly responsible for the progress in the field of educational research. The purpose of a professional organization is to maintain and improve the educational service. In order that this purpose be achieved, there must be continuous study and research with respect to educational advancements. Provisions must be made to insure continued professional growth of those engaged in the service of education,

1. Waples, Douglas, Tyler, Ralph W., "Research Methods and Teachers' Problems", Implications of Research for the Classroom Teacher, p. 14, National Education Association of the United States, Washington, D. C., 1939

and the maintenance of such relationships with the public as will secure self-sufficiency, human relationships, economic welfare, and civic duties for those who serve the public carrying on education on contemporary problems in the classroom.² The rapid economic and social changes make it necessary to revise our educational system and retrain the adult for economic and social efficiency. An educative program vastly more extensive and complex is required for preparation in living in the present society.

As our educational program advances, teacher-pupil relationships also change. Were the teacher-pupil relationships the same in colonial schools? One can go farther back than that and ask the same question.

There have been many studies in this field, but with the rapid advancement in technology, there is a decided "social lag." It is not possible to look into the future and prepare for things to come. The school must prepare the children to meet these changes and to adjust to new conditions. This places the teacher in a different position. She must not only possess knowledge, but she must be an "engineer." There is need for continued research in this field.

2. National Education Association and American Association of School Administrators, Educational Policies Commission, The Purposes Of Education in American Democracy, pp. 45-46, Washington, D. C., 1938

By studying the teacher-pupil relationships in the South Kitsap area, the observer has attempted to bring the subject a little more up to date. What is the effect of teacher personalities upon the pupil? The problem of this investigation was two-fold: (1) To study the teaching procedures in the elementary grades of the South Kitsap Schools. (2) To determine the effect of teacher personalities upon the behavior of pupils. As will be noted in Chapters IV and V, not only were the actual teaching situations observed, but the pupils had a voice in the study.

The primary purpose of the teacher, whether she is conscious of it or not, is to guide children so that they will develop into good citizens capable of furthering the tenets of democracy.

Some children find it very difficult to adjust to a group situation. Especially is this true if the child feels he is rejected or misunderstood by the group.

By their social nature and by newly emerging practices in education, schools are coming to be regarded as lifelike institutions. The classroom, working as an integrated part of the school, may be considered a laboratory, in which the children, under the guidance of the teacher, learn to plan, work, and play together democratically.

The school at all levels is now accepting much more seriously its responsibilities for helping students to develop and maintain wholesome personalities. In the face of great handicaps, there is a concerted effort being made to prevent all types of personality maladjustments through attempts to arrange a total school environment favorable to

wholesome personality adjustment. This is leading teachers to focus their attention primarily upon the needs and purposes of their students rather than upon subject matter.³

Children are easily misled in their convictions, and may be given to prejudice and unfairness should the school problems be of such a perplexing nature that they cannot solve them to satisfy their desires. However, it is foolish to advocate the abolishment of competition and of failure, with the supposition that such a program will eliminate all the undesirable philosophical and psychological tendencies, for such a situation is as un-lifelike as the formal school.

It is, perhaps, safe to say that pupils generally have good intentions toward their classmates. It is also logical that the teacher can do a great deal to cultivate courteous and friendly attitudes. Experience has taught us that groups are made up of an aggregation of varied personalities, each one being tempered to fit his place in the group. It is possible to conclude that certain factors will help the child to adjust, and also assist the teacher in guiding the individual to develop good thinking patterns so that he will fit into the group and into our democratic society.

3. Jones, Arthur J., Hand, Harold C., "Guidance in Educational Institutions," N. S. S. E. Thirty-Seventh Yearbook, p. 3, Bloomington, Ill.: Public School Publishing Co., 1938

Today's education makes another very realistic demand upon the teacher, that of teaching pupils to adjust to changing conditions. With the technological advances which have been made in the past few years, it is not possible to foresee future living conditions and to prepare for them. The school must teach children to expect changes, to adjust to new conditions, and to meet the unexpected. Discussion regarding change will not insure a readiness for meeting new conditions. Children will have to know through experience what it means to face an unfamiliar situation and to adjust to it.⁴

The pupil acquires a certain security from belonging to an organized group. He, likewise, gains a feeling of satisfaction by contributing something valuable to that group. It is the duty of the teacher to impress upon the child his responsibility for making a contribution. The child must learn to evaluate, not only contributions made by others, but his own.

In order to maintain an interest and be a good member, the pupil must derive something from the group. The idea, which the pupil brings to the group, will, if he is a good member, be modified to the place where they conform to those of the group. The pupil learns that his idea must change, both for his own good, and for the good of the group.

The pupil must be helped to realize the importance of a pleasant disposition. The pupil who fails to show an interesting and pleasing

4. Baxter, Bernice, "Teacher's Part in Today's Education," Teacher-Pupil Relationships, p. 3, New York: The MacMillan Company, 1941

personality will probably not be accepted by the group. But once experiencing group acceptance, he will improve as he realizes success with the group.

It is to be remembered that each person, in his own way, can contribute to the group, and that the group can, due to its wide store of experiences, contribute to the pupil. With this thought in mind, and with the sincere desire to develop the "whole child," the teacher can bring about true, harmonic relationships through democratic practices in the classroom.

It is not only the hope of the observer that through this study classroom situations and teacher-pupil relationships will be better understood, but that it will stimulate classroom teachers and encourage further efforts to summarize research within the classroom.

Chapter II

THE PROBLEM AND PROCEDURE OF THIS INVESTIGATION

The Problem

Do teacher personalities affect the behavior of pupils? The problem of this investigation is twofold. (1) To study the teaching procedures in the elementary grades of the South Kitsap Schools. (2) To determine the effect of teacher personalities upon the behavior of pupils. "The one valid way to estimate a teacher's true worth is to know the personal effect of the teacher upon the learner."¹ Since the teacher is the one adult member of the group, he is, without doubt, the decisive factor. The state may provide buildings, materials of instruction, modern teaching aids, equipment, courses of study, and teacher training, but the effect of these in the lives of the pupils is determined by the activities and personality of the teacher. His every act, his mannerisms, what he says and does is part of his method of teaching. All of these are reflected in the lives of the pupils.²

In this case, the classroom where children learn to work and play might be considered the laboratory. The success of this experiment within the laboratory depends upon the relationships of the

1. Baxter, Bernice, Teacher-Pupil Relationships, p. 11, New York: The MacMillan Co., 1941

2. Ibid., Passim

teacher to the pupil, the pupil to the teacher, and the pupil to the pupil. There exists in the classroom observable activities and conditions in terms of which teaching performances and pupil participation may be objectively described.³

How the Problem Was Studied

The procedure used in this investigation is known as qualitative and quantitative analysis. From the ninety teachers in the South Kitsap elementary grades, forty-five were selected for this study.⁴ The observer visited these rooms frequently so that she would know the pupils and teachers better, and to be sure the methods of teaching were thoroughly understood. Soon after, two or more visits were made to each room and the work of the teachers and pupils subjected to an analysis. Annotations were used to complete the analysis.

The process of observation was carried on in as simple a manner as possible. In each case, the observer and an assistant, which in this case was the supervisor, entered the classroom together, and recorded the significant features observed. Later they discussed their recordings. Points of similarity and dissimilarity were indicated. When the first five rooms had been visited, they were found

3. Barr, A. S., Characteristic Differences of Good and Poor Teachers, p. 11, Bloomington, Illinois: Public School Publishing Co., 1929

4. The method used in selecting these teachers is given later in the study.

to agree on twenty-six points regarding conditions and disagreed on four, an eighty-six and two-thirds per cent agreement. This was slightly higher⁵ as compared to two cases in Baxter's⁶ study and slightly lower⁷ in the third case. The agreement was close enough to warrant the study.

Observations were recorded immediately. Thus, the record was complete for each situation. Length of time spent in each room varied depending on activities and conditions within the room.

General observation. This included two kinds of materials:

(a) a record of various kinds of materials and teaching aids about the room as well as ones in use; (b) detailed records of teacher-pupil activities observed. The annotations found in Chapter IV are taken from these detailed records. These records include not what the observer thought, but what he actually saw and what was actually done. The primary purpose was to make a complete report of the teacher-pupil performances. Only outstanding activities were recorded.

What the observer looked for in the classroom. As has been previously stated, only major activities were recorded. Following is a list of items the observer looked for as each room was visited:

(1) pupil activities, (2) attitude of pupils, (3) attitude of teacher,

5. eighty-three and one-third per cent.

6. Baxter, Bernice, op. cit. pp. 21-22

7. one hundred per cent

(4) pupil's interest, (5) teacher-pupil attitude, (6) teacher-pupil cooperation, (7) teacher's aim, (8) skills used, (9) teaching aids, (10) method of procedure, (11) appearance of room, (12) physical conditions of room, (13) general atmosphere of room, (14) discipline.

In recording information concerning the above mentioned items, the observer did not use expressions such as "the room was comfortable," "the lesson was good." Specific, observable facts were noted. From these facts, certain conclusions could be drawn.

Positive and negative behavior. Positive behavior may be defined as that which causes pupils to respond favorably, and to be happy in a given situation. Negative behavior may be defined as that which causes the pupils to respond unfavorably, and to be unhappy in a given situation.

Reports from pupils. The supervisor of the district assisted the observer by working with the pupils to obtain information valuable for this study. An equal number of boys and girls (seventy-five each) representing the fourth, fifth, and sixth grades were picked at random. These children were taken from the home room into a different environment. In this case, it was the library. Each child was given a copy of the following questionnaire, and asked to express freely, in his own words, the answer to each question. He was told not to sign his name.

(1) Have you ever had a favorite teacher? If you have, tell in your own words why he or she was your favorite teacher. Call

this teacher "Mr. X" or "Miss X". Do not give the teacher's name.

.....

.....

.....

.....

(2) Have you ever disliked a teacher? If you have, tell in your own words why you disliked him or her. Call this teacher "Mr. Y" or "Miss Y". Do not give the teacher's name.

.....

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.....

During this time, the children were not allowed to converse. The papers were collected as soon as they finished writing. They were asked not to sign their names.

As previously stated, the purpose of this type of questionnaire was to let the pupils speak for themselves. The answers, therefore, are organized and presented to serve that purpose. In Chapter V-A, fifty of the pupils have stated their reasons for choosing "Miss X" as their favorite teacher. The statements printed are representative of the total number. All 150 responses are tallied in Table IV. In choosing the statements to be printed, an effort was made to include all types of responses. Had all pupils in the fourth, fifth, and sixth grades been asked to express themselves, the results would

probably have been much the same. The statements are reproduced exactly as written by the pupils, except for spelling and a few grammatical errors.

A tabular summary of the characteristics of "Miss X" is reported and discussed at the end of Chapter V-A. Chapter V-B deals with "Miss Y" in much the same way as just described for "Miss X." The responses are tallied in Table V. A tabular summary is reported and discussed at the end of the chapter.

How the Facts Were Treated

The facts collected about teachers (found in the annotations and children's comments) and classroom work were of two sorts, namely, qualitative and quantitative. Qualitative facts may be defined as the verbal behavior and observable teaching conditions. The annotations in Chapter IV, and children's comments in Chapter V contain examples. The study of these qualitative facts have helped to bring out the teacher-pupil relationships. Quantitative facts might best be described as characteristic actions. These will also be noted throughout the annotations and children's comments in Chapters IV and V respectively. By studying the qualitative and quantitative facts, the observer has attempted to reach some conclusions in regard to teacher-pupil relationships, and thereby determine the effect of teacher personalities on the behavior of children.

How the Teachers Were Selected for this Investigation

The teachers studied in this investigation were selected in the following manner. Of the ninety teachers in the elementary grades at South Kitsap, forty-five were used in the study. Starting with the first grade and continuing through the sixth, every other teacher was picked. Special abilities or outstanding features were not considered. It was not the purpose of the observer to see how many teachers could be visited, but to choose a sufficient number to complete the study. What would be true of fifty per cent of the teachers would be representative of the group.

TABLE I

The Training of Teachers Used in this Study

Qualifications	Number in Group	Per Cent
M. A. or equivalent	7	15.6-
B. A. or over	25	55.6-
3 years or over	11	24.4+
3 years or less	2	4.4+
	45	100.0
Median <u>4.7</u>		

The purpose of this table is to show the qualifications of the

South Kitsap teachers.⁸ It was not used as a means of selecting the teachers used in this study, neither was it used to point out good and poor teachers. The median amount of training is 4.7. 55.6% of the teachers have at least four years of training, while 15.6% have five or more years of training. This means that 71.2% have four years or more of training. 28.8% fall below four years. This is a true representation of the entire group.

TABLE II

Teaching Experience of the Teachers Used in this Study

Years of Experience	Number in Group	Per Cent
30 years and over	2	4.4
27 - 29.9	2	4.4
24 - 26.9	5	11.1
21 - 23.9	3	6.7
18 - 20.9	2	4.4
15 - 17.9	7	15.6
12 - 14.9	8	17.8
9 - 11.9	4	8.9
6 - 8.9	6	13.3
3 - 5.9	4	8.9
0 - 2.9	2	4.4
	45	100.0
Median <u>16.1</u>		

8. This refers to elementary teachers only.

The purpose of this table is to show the teaching experience of the teachers⁹ used in this study. It was not used as a means of selecting the teachers, nor was it used to point out good and poor teachers. The median years of experience is 16.1. 4.4% of the teachers have taught thirty years or more, while 4.4% have also taught less than three years. 33.4% have taught between fifteen and eighteen years. This is a true representation of the entire group.

How the Children were Selected for this Investigation

One hundred and fifty children, seventy-five each of boys and girls, were selected at random from the fourth, fifth, and sixth grades.

Are children this age capable of rendering valid judgment?

There might be a question as to the value of opinions expressed by children in the elementary grades. That their minds are very immature is true. They are still in the molding process. Gesell¹⁰ has shown in his studies of children that all environmental conditions have an effect on their behavior. Children are with the teacher day in and day out. They have experienced different teacher personalities and different teacher situations. Though their vocabulary is more

9. This refers to elementary teachers only.

10. Gesell, Dr. Arnold, The Child from Five to Ten, New York: The MacMillan Co., 1934

limited than the high school students Hart¹¹ used in his study, Teachers and Teaching, they express their likes and dislikes very well. The conclusions to this question will be discussed in Chapter VI.

Limitations

Almost any problem studied will be found to have certain limitations. This case is no exception. While the method serves very well the purpose for which it was intended, it has its disadvantages. The following comments will help to clarify:

The number of cases. (teachers) The number of cases studied in this investigation is small. However, it will be recalled that the purpose of this investigation was to study the teacher-pupil relationships in the South Kitsap school district. In view of the fact that there are only ninety teachers in the elementary grades, forty-five is a sufficient number to form the conclusions. Variety in cases studied is important exemplified by the positive and negative. What would be true of fifty per cent of the teachers would be representative of the group.

The process of observation. The observation in each case was done by the observer and the supervisor. As will be recalled, test observations were made in the beginning. When the first five rooms

11. Hart, Frank W., Teachers and Teaching, New York: The MacMillan Co., 1934

had been observed, the observer and the supervisor compared the items noted. They were found to agree on twenty-six cases, and disagree on four cases, an eighty-six and two-thirds per cent agreement. This was slightly higher as compared to two of Baxter's cases, and slightly lower in the third case. With the agreement being so close in all cases, it was felt that observations made by the observer and supervisor were reasonably close.

Number of cases. (children) It will be noted that children below the fourth grade were not asked to comment on their teachers. Since they have had so few teachers, they would have little or no chance to make a selection. They would also be handicapped by not being able to express themselves in writing. In the latter case, assistance from an older person might tend to influence them.

One hundred and fifty children from the fourth, fifth, and sixth grades were selected at random. This is approximately one-fifth of the total number. By choosing half girls and half boys, it was felt that the answers would be representative of the group.

Validity of children's comments. The frequencies will help verify the validity. The judgment rendered by children as shown in Chapter V-B will bear out the facts. The conclusions will be found in Chapter VI.

Chapter III

REVIEW OF RESEARCH RELATING TO THE SUBJECT

If teachers are to meet their responsibilities so there will be a harmonic teacher-pupil relationship, they must first understand four basic principles: (1) the purposes of education, (2) the teacher at work in the classroom, (3) the pupils at work in the classroom, (4) teacher-pupil relationships.

The Purposes of Education

In the words of Solomon: "Wisdom is the principal thing; therefore get wisdom; and with all thy wisdom get understanding."¹

Baxter² states that, "American education is faced with the challenge of having children experience the democratic manner of living. This means that opportunities need to be provided for pupils to learn the principles of democratic life by playing and working together under conditions which foster respect for the rights and privileges of others, tolerance for the viewpoints of other persons, and a sharing of responsibility for decisions affecting the group."

1. Solomon, The Bible, Proverbs: 4:7

2. Baxter, Bernice, Teacher-Pupil Relationships, p. 1, New York: The MacMillan Co., 1941

The Educational Policies Commission of 1938 lists the purposes of education as: "(1) self realization, (2) human relationships, (3) economic efficiency, (4) civic responsibilities."³

Self-realization. Conduct in this field centers around the individual. It includes his use of fundamental tools of learning, his health, his recreation, and his personal philosophy.⁴

Human relationships. The second area is that of home and family relationships with their extensions to neighbors and community.⁵

Economic efficiency. Here we consider the education of the individual as a producer, consumer, and investor. Such an education provides for the material needs, such as comfort, safety, and even life itself.⁶

Civic responsibilities. Finally, there are the activities of the educated citizen. This includes his dealings with the government, his relationships with the peoples of other nations, and his contacts with collective enterprise.⁷

8

Baxter says, "The task of the school is to provide for each child a place for living daily as full and as complete a life as

3. National Education Association and American Association of School Administrators, Educational Policies Commission, The Purposes of Education in American Democracy, pp. 45-46, Washington, D. C., The Commission, 1938

4. Ibid., p. 45

5. Ibid., p. 46

6. Ibid., p. 46

7. Ibid., p. 46

8. Baxter, Bernice, op. cit., pp. 7-8

possible. Further, the task of the teacher is to guide the children in ways and means of learning which are important to their immediate well being, and which thereby equip them to meet the changing needs along life's highway."

Baxter⁹ states also, "Education has two main purposes, the fostering of mental, physical, and emotional well-being of the individual and the promotion of a democratic social order in which every individual has opportunity to live freely and fully within self-accepted limitations."

Jones and Hand¹⁰ remind us, "If education is to be effective, it must start with the child as he is, with his abilities, desires, interests, needs, and problems."

Jones and Hand¹¹ believe, "The teacher, who has the most to do with shaping the children's learning experiences, must be intimately conversant with his needs, desires, and consequent purposes, and must be in a large part responsible for assisting him in the formulation of his goals."

9. Baxter, Bernice, op. cit., p. 155

10. Jones, Arthur J., and Hand, Harold C., "Guidance in Educational Institutions," N. S. S. E. Thirty-Seventh Year-Book, Part I, p. 3, Bloomington, Illinois, Public School Publishing Company, 1938

11. Ibid., p. 25

The Teacher at Work in the Classroom

Goff¹² reminds us that, "The teacher more than anyone, needs understanding of the child as a whole. This will mean that she must study his personality, must note his spiritual and physical development, and be acquainted with his environment and its reaction upon him socially and mentally."

Hart¹³ found from his study of "Ten Thousand High School Students," that pupils desire a teacher who possesses the following qualifications. There were others given, but these were the twelve outstanding, arranged in order of frequencies.

1. Is helpful with school work, explains lessons and assignments clearly, uses examples in teaching.
2. Cheerful, happy, good-natured, jolly, has a sense of humor, can take a joke.
3. Human, friendly, companionable, "one of us."
4. Interested in and understands pupils.
5. Makes work interesting, creates a desire to work, makes class work a pleasure.
6. Strict, has control of class, commands respect.
7. Impartial, shows no favoritism, has no "pets."
8. Not cross, crabby, grouchy, nagging, or sarcastic.

12. Goff, Mary Downer, Remedial Curriculum Guide, p. 1, District Curriculum Improvement Program, Port Orchard, Washington, 1946

13. Hart, Frank W., Teachers and Teaching, p. 131, The MacMillan Co., New York: 1934

9. "We learned the subject."
10. A pleasing personality.
11. Patient, kindly, sympathetic.
12. Fair in marking and grading, fair in giving examinations and tests.

Hart¹⁴ also found from his study of "Ten Thousand High School Students" that the pupils gave the twelve following reasons for disliking a teacher. There were others listed, but these were the outstanding ones, arranged in order of frequencies.

1. Too cross, crabby, grouchy, never smiles, nagging, sarcastic, loses temper, "flies off the handle."
2. Not helpful with school work, does not explain lessons, not clear, work not planned.
3. Partial, has "pets," or favored students, and picks on certain pupils.
4. Superior, aloof, haughty, "snooty," overbearing, does not know you out of class.
5. Mean, unreasonable, "hard boiled," intolerant, ill mannered, too strict, makes life miserable.
6. Unfair in marking and grading, unfair in tests and examinations.
7. Inconsiderate of pupils' feelings, bawls out pupils in presence of classmates, pupils are afraid and ill at ease and dread class.
8. Not interested in pupils, does not understand pupils.

14. Ibid., pp. 250-251

9. Unreasonable assignments and home work.
10. Too loose in discipline, no control of class, does not command respect.
11. Does not stick to the subject, brings in too many irrelevant personal matters, talks too much.
12. "We do not learn what we are supposed to."

Barr¹⁵ reports the recurring activities of "good teachers," as he found them in his investigation of Characteristic Differences of Good and Poor Teachers.

1. Ability to stimulate interest.
2. Wealth of commentarial statements.
3. Attention to pupils while reciting.
4. Effective organization of subject matter.
5. Well-developed assignments.
6. Use of illustrative materials.
7. Provisions for individual differences.
8. Effective methods of appraising pupils' work.
9. Freedom from disciplinary difficulties.
10. Knowledge of subject matter.
11. Knowledge of objectives of education.
12. Conversational manner in teaching.
13. Frequent uses of experiences of children.
14. An appreciative attitude, evidences by teacher's nod, comments, smiles.
15. Skill in asking questions.
16. Definite directions for study.
17. Skills in measuring results.
18. Willingness to experiment.

Barr¹⁶ further reports the following characteristic weaknesses found in teaching of poor teachers.

15. Barr, A. S., Characteristic Differences of Good and Poor Teachers, pp. 68-69, Bloomington, Illinois, Public School Publishing Company, 1929

16. Ibid., p. 70

1. No provision for individual differences.
2. No socialization.
3. Formal textbook teaching.
4. Lack of knowledge of subject matter.
5. Poor techniques of teaching.
6. No daily preparation.
7. Inability to stimulate interest.
8. No interest in work.
9. Personal characteristics.
10. Weak discipline.

Baxter¹⁷ summarizes effective teachers as those who possess the characteristics listed below.

1. Were pleasant and courteous to children.
2. Had a good sense of humor.
3. Exercised self-control when emergencies arose.
4. Efficient in directing several activities.
5. Had respect for every child in the group.
6. Encouraged the children to express themselves and work out their own ideas.
7. Considerate of child welfare first.
8. Impartial.
9. Considerate of minority races.
10. Had pleasing voice and manner.
11. Possessed enthusiasm.
12. Showed interest in children.
13. Gave guidance in special talents.
14. Used variety of teaching aids.
15. Were aware of physical and emotional needs.
16. Helped pupils evaluate own work.
17. Utilized opportunities.
18. Used flexible procedures.
19. Did careful planning.
20. Alert to individual differences.
21. Helped children to work independently.

Baxter¹⁸ contrasted non-effective teachers with effective teachers to bring out the characteristics.

17. Baxter, Bernice, op. cit., pp. 33-34

18. Baxter, Bernice, op. cit., pp. 33-34

1. Cold, unfriendly with children.
2. Too busy with books and lessons to notice that children are individuals.
3. Nervous and bothered when something unforeseen comes up.
4. Confused, exhibited poor organization while trying to direct several activities.
5. Interested only in academic progress.
6. Did not really accept responses from children.
7. Too busy with academics to see needs of children.
8. Showed favoritism.
9. Did not respect minority races.
10. Voice harsh, monotonous, lacked color.
11. No interest, kind of laissez faire attitude.
12. Did not heed special needs of child.
13. No interest in children, gets them out of way.
14. Sticks too close to text book.
15. Treated all children alike regardless of physical and emotional needs.
16. Teacher did all the evaluating. No respect for children's ideas. Thinks child takes too much time. Thinks child not capable.
17. Wastes time, blind to opportunities.
18. Follows same plan every day. Too rigid.
19. Is unprepared. No research on problems.
20. All children taught alike. No provisions.
21. Does not let child work own problems. Thinks it takes too much time.

Strang¹⁹ believes the teacher should use the points listed below in order to be successful in the classroom.

Know thy students. Knowledge leads to understanding. One teacher said, 'I thought John was just lazy, until I learned about the long hours of work he was doing every day at home, and then I realized he was too tired to learn.' In every class period, the teacher has opportunity to 'learn' his pupils. Their questions, answers, contributions to discussions, as well as their written work and other kinds of activities, give a fairly accurate impression of their mental alertness and their special knowledge, skills, and deficiencies.

19. Strang, Ruth, The Role of the Teacher in Personnel Work, pp. 113-131, New York: Teachers College, Columbia University, 1946.

Understand the 'why' of student behavior. When a child is not interested in school; when he is restless, inattentive, noisy; when he is lazy, careless, untidy, idle; when he lies, cheats, steals; when he is shy, unsocial, unhappy, the teacher should ask, 'Why?' Whether behavior is good or bad, it grows out of individual's past experiences, present circumstances, and hopes of the future. His behavior is the result of interaction between the individual and the conditions of life.

Acquire an 'Accentuate the Positive' outlook. Although teachers naturally direct their attention toward behavior that interferes with school routine and regulations, they would get further by looking for the good in the pupils. They could learn a great deal if they would seek the cause of the conduct. Why is this boy so cooperative and responsible? Why is this girl so constructive in her relationships with others? How did they 'get that way?' Why did Bill improve so much this year? By analyzing the conditions of others, the teacher could recreate success with other children. Desirable personality trends thrive when they are recognized and valued.

Perceive individuals and their relations. The greater the individual differences among a group of children, the greater the need for the teacher's observation of each child.

Take mistakes, for example: Instead of being irritated by a child's mistake, the teacher may see them as an opportunity to learn more about how the child's mind works. There is a reason for errors. A mistake may be due to lack of background or limited experiences; sometimes to not having acquired methods of logical thinking; often to failure to recognize shifts of meaning in words. When a child makes a mistake, a teacher with a guidance point of view takes time to find out 'Why.'

Be alert to openings for child guidance. The teacher's opportunities for guidance while teaching may be grouped under six kinds of action. (1) Supply the kind of personal relationship that each child needs. The individual may need friendliness; another, firmness; and still another the teacher's warm but objective affections. (2) Meet an individual's need for encouragement, social experiences, self-confidence, or

reinforcement of his own self-appraisal by causal comments during the class period. (3) Individualize standards, assignments, and methods of instruction. (4) Help the child to make a better response to a situation than he could have made unaided. (5) Share the child's educational goals and purposes. (6) Discuss real problems that are of immediate concern to the children, even though they are unrelated to the subject scheduled.

The Pupils at Work in the Classroom

Baxter²⁰ says, "If pupils in American schools could all have the opportunities for individual development which these better classroom situations offer, a generation of socially intelligent and personally adequate citizens would be in the making."

Duschane²¹ states that, "Flexibility should be maintained in the classroom planning so that new ideas can be tried out..... The expert teacher is sensitive to the leads children give and encourages child initiative that results in profitable exploration, but at the same time, the teacher does not permit the children to waste their efforts on unprofitable leads, or permit the more aggressive children to dominate the planning."

Goff²² advises teachers, "When a child is unable to do assigned work, he should be given sympathetic help. He should never be scolded or punished for his inability. If he wishes to have help

20. Baxter, Bernice, op. cit., p. 91

21. Duschane, Elizabeth, "Pre-Planning by Teacher," Washington Educational Journal, p. 13, (Jan. 1949)

22. Goff, Mary Downer, op. cit., p. 6

after school, it should be given within reason; denying him his play periods makes him resentful."

Baxter²³ writes, "Every classroom has an atmosphere created by the interaction of personalities which is either conducive or detrimental to the best all-round development of children. Since behavior is learned, the manner in which the child learns to conduct himself in the classroom contributes directly to his total behavior as a person."

Hildreth²⁴ feels the following are important in molding the lives of children.

1. The child must be able to derive a feeling of pleasure and successful accomplishment in his school activities.
2. He should be happy in his school relationships.
3. He must be able to succeed in something.
4. He must not be forced beyond his mental capacity.
5. The child must be protected from fatigue.
6. Teacher must gain rapport with the child.
7. Child must feel that persons have confidence in him.
8. Child must have some measure of freedom and exercise choice.
9. Child must have sense of security.
10. Demands should be just and fair with the child.
11. Personality is learned by practice, and experience adjusts to maturity levels.
12. Children are quick to imitate those they admire.
13. Children love praise, but are humiliated by punishment.
14. The child's self-confidence needs to be built up.
15. Success promotes mental health.

23. Baxter, Bernice, op. cit., p. 75

24. Hildreth, Gertrude, Learning the Three R's, pp. 314-315, Educational Publishers, Inc., 1936

Teacher-Pupil Relationships

Strang²⁵ gives the following as evidence that pupils regard their teacher as a member of the group: (These were worked out by a junior high school class.)

1. when pupils dare to be honest in class discussions and feel that they can oppose the teacher's viewpoint, and present their own suggestions without fear of her censure or disapproval.

2. when the pupils do not change their ways of behaving or working because of the presence or absence of the teacher. This is probably the best index of the position of the teacher in the group. It is a measure of their sincerity and sense of responsibility.

3. when the pupils are able to evaluate their actions in terms of their objective, and are not dependent upon the approval or disapproval of the teacher.

4. when the pupils feel free to suggest changes in the procedures or methods of the teacher as well as in the general method of the class. This indicates that they regard the activities of the class as really their own.

5. when the pupils' confidence and respect in the teacher are strengthened by her admission when she has made a mistake. This is based upon the assumption that the teacher is not infallible, and is a normal human being as they are.

Strang²⁶ asks the teacher to use these questions for self-appraisal:

1. Does every child in my room have work so suited to his abilities and needs that he can succeed with reasonable effort? Do I help the children to learn from their failures?

25. Strang, Ruth, op. cit., pp. 122-129

26. Strang, Ruth, op. cit., p. 164

2. Is my room free from an intensely competitive atmosphere? Do I help children to get recognition for the use of their abilities?

3. Do my pupils feel free to express their feelings about school, thus avoiding tension and a clash of wills?

4. Do I like the children in my room? Do I realize that behavior is just a way out of a difficulty?

5. Am I courteous to the children in my room?

6. Do I have respect for each individual? Do I have faith in helping him realize his best work?

7. Do I provide group experiences?

8. Do I stimulate my pupils to solve problems of their own?

9. Do I create interest in subjects of cultural and constructive value?

10. Do I cooperate with the children in my room?

11. Do I try to really understand each child?

Bernice Leary²⁷ leaves this thought for the teacher, "Since the whole is equal to the sum of its parts, a school is just as good as the people in it and the things they do. The more teachers and pupils plan and work and live together, the more pupils learn to help and respect each other, to work with a purpose, and to evaluate themselves, the better the school."

27. Leary, Bernice E., "Slices of School Life", National Education Journal, Volume 39, No. 5, p. 337, Washington, D. C., May 1950

Dr. Cross,²⁸ "Three U. F.'s" provides the successful teacher with an outstanding measuring stick, "(1) Unquestionable fairness, (2) Unqualified friendliness, (3) Unwavering faith."

28. Cross, Dr. A. J. Foy, "Three U. F.'s", Quotation from a lecture, Central Washington College of Education, Ellensburg, Washington

Chapter IV

EFFECTIVE AND NONEFFECTIVE TEACHING CONTRASTED

This chapter is devoted to an account of the observation and the findings which resulted. The writer hopes that through these descriptions teachers in service as well as those preparing for service will benefit, and that some light will be shed upon the "behavior of teachers" which produce pupil responsiveness.

It is apparent that no teacher possesses all the characteristics that contribute to good teaching. There can be no set pattern. What may be perfectly proper for one teacher to do in one case may be entirely wrong in another. It depends upon the situation and the child; upon his social, emotional, physical, and mental development. One child may need friendliness, another firmness, another sympathy, another guidance, and still another may need the teacher's warm but objective affections.

What the teacher does at one time may have an entirely different effect at another time. The only way one can measure effective and noneffective teaching is to note the effect of the teaching upon the learner. What were the child's reactions in a given situation? What did the teacher say or do to make him react thus?

Ability to Remain Self-Controlled

Samples of positive behavior

Teacher 7. Children in this room worked with interest and enthusiasm on arts and crafts which had grown out of the social studies lesson. When the observer arrived at the room, the teacher was gone. The pupils seemed not at all disturbed that someone came into the room. One boy offered the visitor a chair, several children exhibited their work with much pride, and a little girl politely explained that the teacher was at the principal's office. Some conversed with the visitor about other activities of the school, but mostly about the ones they were engaged in at the present. Upon returning to the classroom the teacher greeted the visitor, they talked for a while, and she continued her duties. There was no evidence of confusion or strain on either the part of the teacher or the pupils.

Teacher 26. The little group was gathered around a table ready to begin a reading lesson. It was evident that they were interested as they could hardly wait to get started. The teacher showed a film strip before the story began. She also asked some questions and she and the children had some good laughs about incidents

that took place in the story. As the story developed, parts were read aloud. All participated and seemed to enjoy sharing with the group. The fact that a fire drill interrupted the lesson seemed of no concern. When they returned to the table, the story continued as if nothing has happened. A little girl remarked, "We should have taken our books, there might have been a real fire." Everyone laughed a little, but the teacher directed their thoughts to the story, and the fire drill vanished from their minds.

Sample of negative behavior:

Teacher 36. The children were doing some silent reading for a social studies lesson. The teacher was called out of the room. When she returned, everyone was in an uproar. The children were talking loudly and running about the room. The teacher became cross and scolded. She asked if they didn't know how to behave while she was out of the room. She was very nervous and disturbed about the situation. The bell rang and the children were dismissed without completely gaining their attention.

Friendly Relations with Pupils

Samples of positive behavior:

Teacher 19. The children were gathered about the teacher in a

semi-circle. She was getting ready to tell them a story. She laughed and joked with them in a friendly manner. The children contributed to the conversation freely, but in an orderly manner.

Teacher 45. The teacher chatted with the children. They were admiring their seashore exhibit. During the morning, and while the tide was low, they had a field trip to the beach. They brought back some very interesting sea life. They were sharing their experiences informally around the exhibition table. The children were happy and enthusiastic.

Teacher 3. The teacher and pupils were enjoying themselves singing songs, most of which were the choices of the pupils. The teacher explained that singing was another way of telling a story. Many of the songs presented opportunities for the teacher to find out home conditions. The children expressed themselves freely on such topics as: pets, mother, daddy, little sister, brother, the baby. Faces radiated happiness.

Samples of negative behavior:

Teacher 23. The class had finished correcting arithmetic papers and the results were not up to the teacher's expectations. "You are the worst class I have ever

had," she said. "You should have learned how to work these problems in the fifth grade." The children were disturbed.

Teacher 4. The group came into the room for special help in reading. The teacher greeted them with, "Let's see if you remember these words. We worked on them all last week and you should know them by now." The children looked questioningly at each other.

Pleasing Voice and Manner

Samples of positive behavior:

Teacher 13. The teacher smiled at the children. "Would you like for me to let you in on a secret," she said. The ring in her voice told the children there was something pleasant in store. They grinned.

Teacher 30. The teacher was a very quiet person. She talked in a soft, quiet voice. Her voice seemed to control the children. When she told them to find their places for story hour, they did so in the same quiet manner that she talked.

Samples of negative behavior:

Teacher 40. The teacher's voice was harsh. She was giving directions for dismissal, but the children seemed not to hear a word she said. They left the room in

a hurry, pushing and crowding. The teacher was aware that the children were not giving their attention. She remarked to the observer, "These children do not pay attention. I don't know what I'm going to do with them."

Teacher 12. The teacher was nervous. Her voice was sharp and unpleasant. She spent some time scolding the children for handing in poorly written English papers. The children were indifferent.

Courteous Relations With Children

Samples of positive behavior:

Teacher 20. The teacher was polite and courteous. When the children entered the room in the morning, she made it a point to speak to each one and call him by name. She laughed and joked and asked about activities at home, how little brother was, what Mother was doing. Through friendly conversation, and courteous manner, the teacher gained rapport with pupils.

Teacher 35. Mothers were visiting the room. Teacher was gracious and pleasant. Children were anxious to explain units of work completed, charts, and drawings. Pupils consulted teacher on problems. Teacher praised children for work well done.

Children's faces brightened.

Teacher 3. The children brought the teacher a bouquet of flowers. The teacher thanked them for their thoughtfulness. The children arranged the flowers in a vase and placed them on the table. "The teacher likes flowers," said one.

Samples of negative behavior:

Teacher 14. A little boy read aloud to the teacher. When he finished, she said, "You will have to do better than that if you expect to pass." The teacher asked him to read the part again, but by this time he was crying too much to read anything.

Teacher 24. A little boy hastened to pick up a paper that the teacher dropped. Instead of a "thank you," he was scolded for getting out of his seat. He mumbled something under his breath.

Evidences of Encouragement

Samples of positive behavior:

Teacher 9. The children were learning number combinations. A little boy seemed to be having some difficulty, but the teacher watched for a chance to praise him for his efforts. Several times when he began to lose interest, she quietly walked over and put her hand on his shoulder. Each little encouragement

gave him added interest.

Teacher 34. A child was working on a mural for the social studies. She had made a very good picture of a covered wagon rolling across the plains. The child had evidently had some difficulty putting her thoughts into words during the recitation period. When the teacher saw the picture, she said, "Why, Thelma, that is a lovely picture. I'm sure I could not have done half so well. You have told the story in pictures." With that little praise, Thelma beamed.

Sample of negative behavior:

Teacher 24. This was a choral reading group. The children were anxious to put in a few interpretations of their own, but the teacher wanted it done her way. She said, "Now, children, I want you to watch and do everything the way I tell you. I have done these many times and know how they should be done. If you try to add your own ideas, you will spoil it." Some of the boys mimicked the teacher.

Possessing a Sense of Humor

Samples of positive behavior:

Teacher 27. The teacher busied herself at the piano looking over some music. As the children came into the

room, she smiled pleasantly and spoke as they passed her. The group was made up partly of some big, mischievous boys. They visited as they found their places in the room. She let them continue for awhile, then she went to the piano and played some soft music. Everyone got quiet. They enjoyed some songs together. Right in the middle of a song, a boy fell off his chair. They all had a good laugh, including the teacher and the boy. The boy realized they weren't laughing at him, but it was just something to laugh at. When everyone had his laugh out, they went back to their singing.

Teacher 31. The children were unusually quiet when they took their seats. The teacher was calm and talked in a quiet manner. When she walked over to her desk, she found a strange little box there. She picked it up and looked it over curiously, then opened it. There were two lady bugs. Everyone had a good laugh and the lady bugs were put into a jar for the remainder of the day so all could enjoy them. A little boy was heard to remark, "The teacher is O. K., isn't she? She didn't get mad when we played a joke on her."

Teacher 32. The group was having a discussion. The teacher was full of fun and asked many questions to arouse interest. The children talked voluntarily. A few funny incidents came up and they all had a good laugh together.

Teacher 8. While the children were having an arithmetic lesson, the teacher dropped one of the apples being used for counting. It rolled across the floor. The children thought it very funny because the teacher dropped it. They had a good laugh.

Samples of negative behavior:

Teacher 14. The children were reading a funny story. There were many places for good laughs, but whenever anyone did so, the teacher stopped the reading. Finally she said, "If you are going to do so much giggling, we will never finish this story. Now, if you think you would rather giggle than read, go ahead, I have plenty of time. We will stay at recess to finish." The children continued to giggle.

Teacher 24. The teacher combed her hair straight back with a little knot on the nape of her neck. Her dress was gray. Not once did she smile while the observer was in the room. Several times pupils

wanted to bring out some of the humorous parts of the story, but each time they were discouraged. "We don't have time," the teacher said. "We must hurry to get finished." The children were confused.

Respect for Other Races

Samples of positive behavior:

Teacher 11. The children were putting on a program which grew out of the study of South America. They were dressed in Spanish costumes, sang songs, danced, and did many things relating to the South American culture. Juanita, the little Filipino girl, took part in everything and was given the same consideration as the others. She was an exceptionally good singer and dancer. Since her skin was dark, she perhaps resembled the Spanish more than some of the others. She was well accepted by the group. There was consideration for everyone in the group.

Teacher 5. The children were dramatizing. Peter, the little Negro boy, took part the same as everyone else. No one paid any attention to his color. He seemed to be well liked by his classmates. The teacher was friendly toward all. At one time when she wanted to make a suggestion to Peter, she put her hand on

his shoulder and looked straight into his face.

Peter smiled.

Teacher 22. Jimmy and Johnny were two Negro boys on the basketball team. There was evidence of cooperation among the boys, the way they talked, went into huddles, put their hands on each others shoulders. When Jimmy had to go out of the game there was much sympathy shown.

Samples of negative behavior:

Teacher 38. The children were getting ready for some committee work. They decided among themselves that Bob, the little colored boy, should be the chairman. The teacher told them that she thought they should choose someone else. To the observer she said, "He is a bright boy and would be a good chairman, no doubt, but I don't think we should let the Negroes be leaders among our white children. They should learn to keep their places." Bob withdrew. He went to his seat quietly.

Teacher 41. The children were working arithmetic. The observer noticed a Negro child sitting off by himself and wondered if he were being punished, but did not ask. Later, however, the teacher remarked, "I have to put Tommy over there by

himself. The other children do not like to sit by him. I don't like to have him in my room, but there's nothing I can do about it."

Interest in Children's Activities

Samples of positive behavior:

Teacher 20. From the appearance of things about the room, it was evident that the children had been studying about foods and good table manners. There were many interesting charts and posters. On the day the observer was in the room they had pushed the desks into groups of four to make tables. Thus the room was converted into a restaurant. The children had much fun pretending. For food, the teacher had secured the cut-outs from the Dairy Council. Some children were waitresses, some cooks, some customers, one took care of the cash register. The teacher took part as one of the customers. It afforded a real opportunity for social relationships. Teacher and pupils, pupils and pupils conversed. Harmony prevailed. The children were happy.

Teacher 11. The children were learning to square dance. They lacked one person to have an even number. The teacher took part in the dance. The children

were pleased.

Teacher 38. The children were presenting a health panel. One of the pupils was the chairman. The teacher sat at the table as a member of the panel. When the chairman called on the teacher to answer a question, the children beamed.

Sample of negative behavior:

Teacher 25. The teacher did not enter into the children's activities or take an interest in what they were doing. She talked in a rather low, but unnatural tone of voice. She continued to tell the children, "Now, let's sit up straight in our seats like big boys and girls." Or she would say, "We must not whisper, that's not the way big boys and girls do." She was reading a story, much too difficult for the children. They wiggled this way and that. Some did not appear to hear any part of the story.

Alert to Individual Differences

Samples of positive behavior:

Teacher 5. The children were doing some silent reading in preparation for a special assignment. Since reading abilities varied so much, the teacher had placed books according to the child's ability on different shelves of the library or on the reading

table. Some were reading easy material, some more difficult, but all were gathering information on the same subject. Everyone was happy.

Teacher 2. This was an art class. The teacher wore a gaily colored smock. She had a pleasant voice and a smile on her face. The children were smiling and happy, too, as they were preparing to make something from clay. Each could choose what he wished to make. Some made pin trays or ash trays, others made animals or characters from stories.

Sample of negative behavior:

Teacher 38. The teacher sat at her desk correcting papers. The children were reading a story, but without thought or meaning. They took turns, each reading a paragraph. When one finished reading, the teacher said, "next," so there was no need to pay attention. Even if the child mispronounced some words, nothing was said.

Recognizing Abilities and Limitations

Samples of positive behavior:

Teacher 15. The children were working arithmetic in work-books. They were progressing according to their own ability. As a child completed a page or unit,

he came to the desk so the teacher could check his work. If mistakes were made, the child corrected them. The teacher gave assistance when needed. The observer inquired if this procedure was carried out all year. The teacher replied that it was to a certain extent. However, she said that she did not let them go through the book as fast as they wished, because there were many things they were not ready for. The children who reached a certain goal were given projects to work. These projects were special interests, but not necessarily connected to the arithmetic program. There was no frustration. All worked happily.

Teacher 18. The class was working on a social studies unit. A discussion was in progress as to how they should carry out their projects. They divided themselves into groups according to individual interests. The teacher asked questions and offered suggestions, but the children did all the actual planning. It was evident from their discussions that there were varied interests. Enthusiasm was shown.

Teacher 10. The children were doing some choral reading. They divided into groups, selected their own readings and planned their own delivery. Humorous

pieces were chosen by most, but some took the more serious ones. When some came to the teacher for help, she didn't actually tell them but through a little guiding they worked out their own problems. The teacher joined with them in sharing the experiences. The cooperation was good.

Teacher 29. The children were busy painting scenery for a patriotic play. The teacher worked with them, but mostly letting them carry out their own ideas. Everyone had some part, each choosing the thing he was most capable of doing. There was consideration for everyone in the group. All were happy.

Samples of negative behavior:

Teacher 41. The children were all working the same arithmetic lesson. Some finished in a hurry and had time to spare. Those who did not finish were told they must stay at noon. To make things harder, the teacher said, "If you slow people don't learn to work a little faster, you will have to stay in the fourth grade next year." The children were disturbed.

Teacher 13. The children were getting ready to write their spelling. The teacher remarked, "Those who do not get 100 in spelling can not go out to see the ball

game." For some, getting all the words right was an impossibility. The unusual thing that happened was that three children who had all the words right the day before missed this time. There were nine more words missed in the room than had been the day before. The words were the same both days.

Teachers Using Effective Teaching Materials

Samples of positive behavior:

- Teacher 7. The children were having an arts and crafts class. They had seen a film on arts and crafts and many pictures of arts and crafts were about the room. Much interest was shown in individual work. They were also interested in what the other fellow was doing.
- Teacher 6. The children were using a flannelgraph to illustrate their story in reading. As the story progressed, they had much fun arranging the characters to fit the story. They also had made drawings on the blackboard to represent the scenes. The room was cheerful, and the pupils in it were cheerful. Pupils were thrilled.
- Teacher 11. The children were studying South America. They were making use of the library, films, flat pictures,

and clippings on the bulletin board. They were also using the tape recorder and phonograph. There was no lack of interest.

Teacher 34. The children were working out a unit on the "Westward Movement." They had made a mural of covered wagon days. Booklets containing pictures and stories were displayed about the room. These had been made by the children. Displays of flat pictures were on the bulletin board. Several large maps made by children were on exhibition. The opaque projector was in use, operated by one of the pupils. There was no discipline problem.

Teacher 3. The girls as well as the boys were interested in this project. They were so enthused that they needed no one to remind them to get busy. The teacher was trying to familiarize the children with the states of the United States of America and their capitals. She and the children worked out an electrical map. They were having fun. (Yes, the teacher too.)

Samples of negative behavior:

Teacher 33. There were flat pictures on the bulletin board, the blackboard had been in use, but the only teaching aids being used while the observer was in

the room were the textbooks. The children showed signs of being tired. Some had heads on desks, some slid down in seats.

Teacher 4. The teacher was having a reading class. The blackboard was in use, but hard to see on account of poor lighting. Children squinted and stretched their necks to make out the writing.

Teacher 12. The teacher was making some use of the blackboard for an English lesson. The blackboard needed cleaning. It was difficult for the children to read. They had to ask for help a number of times.

Efficiency in Conducting Several Activities

Sample of positive behavior:

Teacher 32. The teacher was having a regular reading lesson. She sat in the circle and took part with the children. She was full of fun and asked many interesting questions. The children talked freely. They enjoyed sharing with the others. While this group was reciting, two other groups were working silently on reading projects. They did not seem at all disturbed that another class was reciting. Several times the teacher left the group to work

alone, at which time she went to the others to see how they were getting along, and to offer assistance. She went from one to the other, taking a little more time for the slower pupils. All groups were working quietly.

Sample of negative behavior:

Teacher 42. The children were divided into groups responsible for working out a part of the lesson. They were not well organized, and there was confusion. The teacher's voice was loud as she tried to make herself heard to all the groups. Her voice was harsh and irritating. The children were doing more playing than planning.

Evidences of Flexible Procedures

Samples of positive behavior:

Teacher 43. These pupils were making a list of spelling words from a health lesson. Since they were getting ready to write some reports, they felt they should know how to spell the words they were going to use. A little girl remarked, "It's fun to pick out the words we want to learn."

Teacher 39. The children had not eaten their lunch very well. Food had been wasted. The teacher took time from another lesson to talk the matter over.

The children agreed to be more careful.

Sample of negative behavior:

Teacher 1. The class was having a social study lesson on transportation. The teacher was pleasant but very slow. She was using the question and answer type of recitation. Some were participating but most were not. There were thirty in the room. Of the thirty, eight were doing most of the reciting. Twelve were taking part occasionally. The other ten offered little. Of the last ten mentioned, five were playing most of the time or trying to show off. They did much whispering and note writing. The teacher explained to the observer that she usually had the children read the lesson orally because they got so much more out of it.

Room Appearance

Samples of positive behavior:

Teacher 6. This was a most interesting room. There were colorful curtains at the windows. Colorful books with interesting pictures stood about in convenient places that made one want to pick them up and look at them. A gay aquarium stood on the table. There were pretty pictures on the wall. The writing on

the blackboard was done in pretty colored chalk. The teacher herself looked as if she had stepped right out of a picture book. The room was well lighted and ventilated. A little girl said to the observer, "We like Miss ____'s room because it is so nice."

Teacher 35. The group was working on social studies. There were maps and charts in use. The room was neat and orderly. The teacher was neat and attractively dressed. Everyone in the room was busy and happy.

Samples of negative behavior:

Teacher 4. The children were taken into a room for special help. It was really a supply room with dark books lining the four walls. There was a dark blackboard and it stood in front of the only window. The teacher wore a dark dress. The teacher did not smile once while the observer was in the room, neither did the children.

Teacher 44. The classroom was untidy looking. There were jars of poster paint standing around. Unfinished pictures were scattered here and there. The work table was covered with bits of unfinished work. The teacher's desk, as well as the desks of the children, was not neat. The windows were closed,

the room was stuffy. The shades were not adjusted and the lighting was poor.

Evaluation of Work, Individually or in Groups

Samples of positive behavior:

Teacher 33. This was a sixth grade P. E. class. The girls came in a little noisy, but as soon as the teacher blew her whistle, they came to order. She spoke in a very firm voice, but not cross. She explained to them that they had some of their achievement tests to finish, that she was going out with another group, and that they were to finish by themselves. Their tests consisted of such events as broad jump, chinning, ball throwing, etc. The class divided into groups which seemed to be already organized. A recorder, chosen from the group, took care of the records. As the events were completed satisfactorily, they were reported to the recorder. To the observer, a child said, "We like to keep our own records. It's more fun when we are on 'our own'."

Teacher 3. The children were trying out for parts in a play. The group acted as judges. When all had tried out who wished for a certain part, the

children wrote on a slip of paper the one he felt best suited for the part. This was the democratic way of choosing, and everyone was satisfied and happy.

Teacher 2. The children had made posters for the contest "Be Kind to Animals." The teacher placed all the posters on the wall, arranged by grades and numbered. She explained that there would be adult judges later in the day, but she wondered how closely they would agree with the judges. The children agreed that that would be fun.

Teacher 34. It was near the end of the quarter, and time for report cards. The teacher gave each child a copy of the report card and asked him to grade himself fairly in each subject. If the child graded himself too high or too low according to the teacher's idea, a conference was held between the teacher and the pupil. The children were pleased that they were consulted.

Sample of negative behavior:

Teacher 24. Throughout the arithmetic period, the teacher did all the talking. Problems that had been worked wrong were not corrected. The children had no chance to evaluate or take part in the lesson.

They were wiggly and noisy.

Interest in Individual Pupils.

Samples of positive behavior:

Teacher 16. Remark to observer: "I have visited all the children in my room at their homes. I try to learn as much as I can about each one so I will understand his background. Each has his own problems to face. The more I know about them, the easier it is to help."

Teacher 37. To the observer: "When the children in my room are not feeling well, or not doing good work, I try to find out the reason. I thought Jimmy was lazy until I found out he delivered papers every morning. Many times he came to school without breakfast. He was too tired and malnourished to do good work."

Teacher 17. Remark to observer: "If I have a child in my room who is in poor health, I like to know about it. Many such children need special consideration."

Sample of negative behavior:

Teacher 28. Remark to observer: "I can't understand why anyone wants to visit school. It is the most uninteresting thing I ever saw. I leave as early

as I can at the close of the day."

TABLE III-A

Effective and Noneffective Teachers Contrasted

Effective Teachers	Noneffective Teachers
Ability to remain self-controlled	Easily disturbed
Guiding pupils in activities	Insist children conform to teacher's way
Makes use of various teaching aids	Few teaching aids in use, rely mostly on text books
Efficient in directing several activities	Confused and bothered by interruptions
Courteous relations with pupils	Demanding, impatient
Friendly conversation	Indifferent, unfriendly
Encouraging in comments	Resorts to threats, scoldings
Possess sense of humor	Too serious, no time for fun
Pleasing voice and manner	Voice and manner monotonous, think only of academic
Enthusiastic	Not interested in children or school
Guiding to successfulness	Satisfied if children are busy
Flexible procedures	Too absorbed in text. Blind to child's needs for living
Utilize opportunities	Blind to opportunities
Encourage independent practices	Maintain independence takes too much time
Allow children to work out own problems	Do not encourage pupil initiative and resourcefulness

TABLE III-A (Continued)

Effective Teachers	Noneffective Teachers
Participation in pupil's activities	Always the director, never the participant
Encourage willing responses	Discourage willing responses, sets self as example
Direct pupils in evaluating own work	Do not help pupils set goals
Aware of pupils' physical and emotional needs	Progress in academic world is essential
Personal interest	Too absorbed in academic work
Respect for minority races	No consideration for minority races
Alert to individual differences, abilities, limitations	Too busy with lessons and texts to "see the child"
Respect for everyone in the group	Uses same index for everyone

TABLE III-B

Desirable and Undesirable Pupil Behavior Contrasted

Desirable Pupil Behavior	Undesirable Pupil Behavior
Cooperation	Does not cooperate
Happy, smiling, pleased	Unhappy, crying
Sharing	Selfish
Participation	Little or no participation
Feeling of belonging	Feeling not a part of group
Feeling of satisfaction	No satisfaction gained
Acceptance by group	Feeling of not wanted
Shows appreciation	Has not learned appreciation
Security	Not secure, mixed up, confused
Friendly	Unfriendly
Courteous, polite	Not courteous, not polite
Interest, enthusiasm	No interest
Clean, neat	Not clean, untidy
Good health habits	Poor health habits
Good mental hygiene	Confused, insecure, unrest
Respect for everyone in group	Inconsiderate, selfish

Summary

Having completed the observations of the classroom situations of the forty-five teachers as described in Chapter II, the findings of the study, built up through unbiased opinions, verify the validity that there is a real resemblance between the teacher's conduct and that of her pupils. Day after day classroom incidents and pupil behavior were observed and recorded in detail. Without prejudice or bias, an exact account of the proceedings were developed for each situation studied. Records of conversations with teachers and pupils were also kept as additional strengthening evidence.

There were some differentiating characteristics which distinguished one teacher from another and helped to prove the teacher's ability to stimulate the behavior of the children. Table III-A shows contrasting phrases used to describe and differentiate effective teaching and noneffective teaching. Table III-B shows desirable and undesirable pupil behavior.

Following are excerpts from the annotations showing effective and noneffective teaching behavior with the pupils' reactions:

Teacher 19. "She laughed and joked with the children in a friendly manner. The children contributed to the conversation freely, but in an orderly manner." Teacher 4. "The teacher greeted the children with, 'Let's see if you remember these words. We learned them all last week and you should know them now.' A little girl

started to cry."

Teacher 30. "Her voice seemed to control the children. When she told them to find their places for story hour, they did so in the same quiet manner that she talked." Teacher 40. "The teacher's voice was harsh. She was giving directions for dismissal, but the children seemed not to hear a word she said. They left the room pushing and crowding."

Teacher 20. "When the children came to school in the morning, the teacher made it a point to speak to each one and call him by name. Through friendly conversation, she gained rapport with the children."

Teacher 14. "When the little boy finished reading, the teacher said, 'You will have to do better than that if you expect to pass.' The little boy began to cry."

Teacher 9. "A little boy seemed to be having some difficulty, but the teacher watched for a chance to praise him for his efforts. ... Each little encouragement gave him added interest." Teacher 24. "' Now, children, I want you to do exactly as I tell you. If you try to add your own ideas, you will spoil it.' Some of the boys mimicked the teacher."

Teacher 27. "Right in the middle of a song, a boy fell off his chair. They all had a good laugh, including the teacher and the boy. The boy realized they were not laughing at him, ... after a good laugh, they went back to their singing." Teacher 14. "If you are going to do so much giggling, we will never finish this story.... We

will stay at recess to finish.' The children were disturbed."

Teacher 11. "The children were learning a square dance. They lacked one person of having an even number. The teacher took part. The children were pleased." Teacher 25. "The children wiggled this way and that. Most of them did not appear to hear any part of the story."

Teacher 5. "Some were reading easy material, some more difficult, but all were gathering information on the same subject. Everyone was happy." Teacher 38. "They took turns, each reading a paragraph. ... Even if the child didn't pronounce the words right, or had the wrong place, it mattered not."

Teacher 6. "The children were using a flannelgraph to illustrate their story. They were thrilled." Teacher 38. "The only teaching aids in use were the text books. The children were working well, but not much enthusiasm was shown."

Teacher 6. "There were colorful curtains at the windows. Colorful books with interesting pictures stood around in convenient places. ... A gay aquarium stood on the table. The children were happy." Teacher 4. "Dark books lined the walls. There was a small dark blackboard and it stood in front of the only window. The teacher herself wore a dark dress...she did not smile. The children did not smile either."

It is hoped that, as the teacher reads these comparisons, she will give herself an honest, critical, self-analysis. However, it is

not expected that a teacher with all of the positive traits could be found anywhere, neither is there a teacher with all the negative traits. There are negative traits in the best, and positive traits in the worst, but all may profit through self-analysis.

Chapter V - A

CHILDREN SPEAK FOR THEMSELVES

As will be recalled from Chapter III, 150 boys and girls (75 each) representing the fourth, fifth, and sixth grades were asked to tell why "Mr. X," or "Miss X" was his favorite teacher. These children were picked at random. They were taken from the home room into a different environment. In this case, it was the library. Each child was given a copy of the following questionnaire, and asked to express freely, in his own words, the answer to each question. He was told not to sign his name.

(1) Have you ever had a favorite teacher? If you have, tell in your own words why he or she was your favorite teacher. Call this teacher "Mr. X" or Miss X". Do not give the teacher's name.

1. The teacher I liked best always treated us nice. She let us laugh when things were funny and she laughed with us. She helped us with our work when we needed it. She did not have pets.

2. Miss X was my favorite teacher. She smiled a lot and was always pleasant. She let us do so many things. Sometimes she let us do things we wanted to instead of what she told us. She did not get angry if we did not get our work all finished.

3. I liked Miss X best of all my teachers. She always noticed when we did something even if it wasn't very important. We got

credit for everything we did. She was fair to everyone. She let us help with the work in the room.

4. Miss X was the best teacher I ever had. The children liked to bring her flowers because she appreciated them so much. She said they made the room look pretty. She could explain the lessons so they didn't seem hard. If some child didn't understand, she would give him extra help. She didn't care if we played a joke on her sometimes. She would laugh about it, too.

5. The teacher I want to name as the one I like best is one who was always friendly. She wasn't always getting cross, and she didn't nag at us. I am not the only one who thought she was a good teacher. Everyone liked her. If any of us got sick or if we hurt ourselves, she was very sympathetic. She was patient and understanding. We had to study, but we wanted to have good lessons. One thing I liked about the way we studied, we didn't read out of our books all the time. We went on field trips, made charts, and pictures. She always had some kind of activities going on. Some teachers make you sit in your seat all the time and that gets tiresome.

6. Miss X was my best teacher. She wore such pretty clothes and her hair was done nice. She was very neat. She had a smile for everyone. When she met us outside of school, she talked to us and laughed the same as at school. All the girls tried to be like her. She treated everyone the same. She didn't have pets.

7. Miss X was the best teacher I ever had. She could explain

the work so it was easy to do. She had a pleasant voice and a sunny smile. She taught us to hand in neat papers and to always finish what we started. The ones who finished ahead of time got to work on projects or go to the library. I liked that because I don't like to sit around when I finish my lessons.

8. Miss X was my favorite teacher. She was a very kind person. She seemed to understand children. When we got into any trouble, she didn't scold us until she found out who was to blame. Even then she wasn't cross. She talked the trouble over with us. She was so nice to us that we didn't want to do things that were wrong.

9. I liked Miss X because she had so many new and interesting things going on. Every day there was something different. We got to help do the things. The slow people were never left out. Their lessons were shorter so they could finish when the fast ones did. She let us have jokes and laugh. If we got tired of sitting, we could stand up and stretch. She was a pretty teacher and she wore pretty clothes.

10. Miss X was my best teacher. She didn't let the children laugh at anyone. She didn't make us do things we didn't want to do. We had plays and acted out our stories in reading. One thing I liked about her, if we spilled ink or had some other accident, she didn't jump all over us, instead, she helped us out of the trouble. She helped us with anything we wanted her to.

11. My favorite teacher was Miss X. She was a jolly person, full of fun, and she let us have fun, too. Her room was bright and

cheerful. We did lots of art work and made things to go with our lessons. One reason I liked her, she let us do the experiments in our science reader instead of just reading about them. She was thoughtful of us, too. She did many nice things for us.

12. I am going to name Miss X as my best teacher because she was the one who helped me the most. I had always had a lot of trouble with arithmetic, but Miss X got me over that. She helped me every day until I began to understand. I hated arithmetic before she was my teacher, but now I like it. We didn't have to work all the time. Almost every afternoon we had a half hour for games, square dancing, or sometimes a ball game. She played with us, too. When we played ball, we wanted her to be on our side because she was a good batter and a good runner. We had time to get a drink and wash before we went back to the room. It was easier to study after this play period. The afternoon was gone before we knew it.

13. Miss X is my best teacher. She is so fair about everything, especially the grades on our report cards. She treats everybody the same no matter who you are. She talks our grades over with us and lets us help decide what we should have. She treats us as if we are growing up. If we need any help, she will give it to us, but she won't do the work for us. She wants us to work out our own problems. She tells us that our ideas are better than hers.

14. Miss X was my best teacher. I liked her because she had a nice smile. She wasn't always crabbing at us, and she let us do many

interesting things. She was a good teacher. When she explained a lesson to you, it was not hard to understand. It was quiet in her room when we were getting our lessons. She knew how to make the kids behave without scolding them.

15. I liked Miss X best of all the teachers I ever had. She explained our work so it was easy. The children hardly ever had to stay in to finish a lesson. They worked hard so they would be through with the rest of the class. If anyone needed help, the teacher took extra time to explain. She let us make many projects to go with our work.

16. Miss X was the best. She seemed interested in everything we did. She came to school early in the morning and stayed late in the evening. I always knew where to find her if I needed help. She was polite and courteous. When we came into the room, she noticed each one and said, "Good Morning."

17. I liked Miss X because she had a kind face. When we studied our lessons, she came around to our desks and saw if we needed any help. She had a soft voice. She did not scold us if our lessons were hard for us. If someone made a mistake, she did not come right out and say it was wrong, but asked us to think it over or she would ask us a question to help us find our mistake.

18. I liked Miss X because I'm sure she liked the children in her room. She was interested in us and she treated us as if we were growing up. She let us express our opinions about things. She wasn't

the bossy kind of teacher. When things came up in the room, she let us help make decisions. She was neat and smiled most of the time.

19. I liked Miss X because she was so full of fun. She could laugh when something was funny and she could take a joke. There was never a dull moment in her room. We were busy making something all the time. We had to study but we didn't have to stay in our seats all day. She had activities going on so we didn't get so tired.

20. My reason for liking Miss X is that she had lots of music. We sang every day. Some children are not very good singers, but if they did not want to sing, she did not make them. Some, who thought they did not like to sing, changed their minds when they saw how much fun we had. Miss X made our lessons interesting. The time went fast in her room. She was a pleasant person.

21. I liked Miss X because she was sympathetic. The first day I started school where she taught, I was afraid to go inside the building. It looked so big. I had some fear of getting lost inside. It is funny when I think of it now. I had been used to going to a little country school where there was only one room. I couldn't get lost there. When I came to this big building with about twenty-five rooms, I stood outside the door and cried. Miss X saw me and came out after me. She took me to the room I was to be in, and introduced me to my new teacher. She was nice, but I had a feeling I would like to have the teacher who was so kind to me. It was several years before I got to her room. She was just the kind of person I thought

she would be. She was always helping someone. She seemed to know what the children were thinking, and the way they felt about some things.

22. Miss X was my favorite teacher. I was always getting into trouble before I got into her room. Somehow, the things I had always been punished for before didn't seem so bad in her room. She didn't pay much attention to what I did, or she would come down to my desk and put her hand on my shoulder and ask me some questions about my work. The first thing I would know I was talking to her and forgot all about "whatever I was doing." Sometimes, if the thing I did was funny, everyone had a good laugh and that was all there was to it. Before long, I wasn't getting into so much trouble. I had more friends after that too. That is why she was my favorite teacher.

23. I liked Miss X best of all my teachers because she made us behave. She wasn't cross, but she was strict. She talked very softly, but she was firm. She was our P. E. teacher. We liked P. E. and we liked her, too. She had many things planned for us. Her classes were orderly and we got more done. We went to her with our troubles because she always knew what to do.

24. I liked Miss X because she understood me. At home, my big sister and my mother were picking on me all the time. Nearly every morning I came to school in tears. Miss X talked to me and soon I felt better. I soon learned to tell her all my troubles. She seemed to know what to do and say and I always felt better. She was

kind and had a smile for everyone.

25. I liked Miss X because she had nice things to say to us. She wore pretty clothes. When we wore something pretty, she told us about it. I liked to be in her room because the lessons seemed easier. She gave us help if we needed it. One thing especially that I liked about her was that she let us paint. If we felt like painting a picture about our lessons, we could do it. The paints were there ready to use all the time. We would go up to the easel and paint our picture. Some of the children were good artists.

26. My favorite teacher was Miss X. She was good to the children. She came out to play with us. She did not have any pets. When we got our work finished, she let us paint or make something. She let us have monitors to take care of the blackboards, erasers, library table and things like that.

27. Miss X was my favorite teacher. When I was in some other rooms the teachers were not fair to me. I am crippled and they thought I couldn't do some things. But when I got in Miss X's room, she let me try anything I wanted to. She said I should try because that was the only way I would ever find out if I could do it or not. Sometimes I did not do very well, but Miss X encouraged me by telling me it was good. The children were nicer to me in this room.

28. The teacher I have liked best is Miss X. She had a pretty smile and was happy all the time. She made everything interesting for us. The lessons were not too long so we would get tired of them. She

got everyone to mind without being cross.

29. Miss X was my favorite teacher. She always looked nice. Her shoes matched her dress and her hair was pretty. She had a pleasant disposition. She gave us lots of work to do, but we didn't care. We wanted to get good grades. She was fair to all of us.

30. Miss X was my favorite teacher. She did not sit at her desk like some teachers do. When we were reciting, she stood where we could see her. When we asked for help with our lessons, she gave it to us. She was a very friendly teacher.

31. I am going to choose Miss X for my favorite teacher. She was the best teacher I ever had. She encouraged us to do good work. We had to get our lessons, but we had time for parties and ball games, too. We had a party once a month while we were in her room. She let us do the planning, which was what we liked. We played baseball every noon and sometimes on Friday afternoon. The teacher came out with us. We got to know her better than most of our teachers.

32. Miss X was my favorite teacher. She didn't make promises and then break them. If she told us we could do something, she didn't change her mind. She was a very friendly teacher and always the same wherever one met her. She did not punish the whole room for something one person had done.

33. My favorite teacher was Miss X. She was a very cheerful teacher. She did not say things to hurt our feelings. She was the kind of a person who said nice things to the children. She talked to

us and visited with us in the mornings before school took up. She had a nice voice.

34. Miss X was my favorite teacher. She didn't get angry or cross. If someone did something that he should not, she took that person into another room to talk to him. She never scolded anyone in front of the other kids. Every morning I knew there would be something new and interesting to see or do. I never wanted to miss school. She had a soft voice.

35. I have had several favorite teachers, but there is one that was special. Miss X helped me more than anyone. I had missed a lot of school and was quite far behind. She gave me help every day until I caught up. She was the same to everyone in the room. I liked to be in her room because there were many interesting things to do. The days went by so fast. We could hardly wait for another day to come.

36. Miss X is my favorite teacher. I am in her room now. I enjoy every minute of the day. She makes the lessons so interesting. Social studies is the thing I like best. I like it because we go on many field trips, see films, and paint pictures about the lessons. My favorite teacher knows how to make us like school.

37. Miss X was my favorite teacher. She is calm and quiet. She does not get excited. She has lots of pep. Every day she comes out on the playground with us. She doesn't stand around and just watch, but she plays.

38. My favorite teacher is Miss X. She does not get cross if

we are slow in finishing our work. She does not make us miss our play periods if our work is not done. She gives us school time to finish. She is polite and she teaches us to be polite.

39. Miss X is my favorite teacher. She has a smile that never comes off. When something is funny, she laughs with us.

40. Miss X is my favorite teacher. She is interested in us out of school as well as in school. If someone is sick, she goes to visit them. She has all the children in the room to write letters or send cards. When one is sick, he likes to get letters so he will know what the kids are doing.

41. I like Miss X. She is my favorite teacher. She reads to us every afternoon when we come back from lunch. She is a good reader, and puts so much expression in it. Miss X is nice to us. She has surprises for us. Most of all I like her because she is a good teacher.

42. Miss X was my favorite teacher. I could hear everything she said. I had an operation on one of my ears and cannot hear very well. I could hear everything Miss X said. I did better work while I was in her room. My grades were better when I had her.

43. Miss X is my favorite teacher. She understands children. She seems more like one of us. The children are not the only ones who like her. Our parents say she is tops. She takes part in many outside activities.

44. Miss X was my favorite teacher. If we did something like

breaking a window, she didn't jump all over us. Some teachers act like you did it on purpose. She knew it was an accident. However, she did not just let us go. Sometimes it is harder to do the proper thing when we have to make up our own minds. That way she was fair. It helped us to be more careful.

45. I liked Miss X best of all my teachers. She did not get mad. We could joke and laugh with her. But when it came to lessons, we had to study. She wanted us to understand our lessons. She would give us all the help we wanted.

46. Miss X was a friendly teacher. That is the reason I will name her for my favorite teacher. Some teachers are not friendly. They are just teachers. Miss X did many things for us. She let us help her in the room. When we did things like cleaning the erasers and blackboard, she called us her "Little Brownies."

47. My favorite teacher was Miss X. She let us do so many things. She was good looking, neat, and wore pretty clothes. Miss X was young and that was another reason I liked her.

48. Miss X was my favorite teacher. She had traveled a great deal and had been so many different places. She had films and slides of the places she had visited. She also had many souvenirs. I think I will travel when I grow up. Miss X was a very kind person and fair to all the children in her room. I was very happy when I was in her room.

49. Miss X was my favorite teacher. Her room was neat and

orderly. She had a quiet room so we could study. She did not have any pets.

50. My favorite teacher was Miss X. She had a pleasant smile. She was not crabby and she laughed with us. We acted out plays, painted pictures, sang, and did all kinds of interesting things. She was a good teacher, too. She did not let us play and waste time. She knew how to explain our lessons so they were easy. She did not let us get by without doing our work. In some ways, one might say she was strict, but she wasn't cross.

TABLE IV

A Composite Picture of "Miss X"

Reasons for Choosing "Miss X" as the Favorite Teacher
 Arranged in Order of Frequency of Mention
 as Reported by the Pupils

Why "Miss X" was the Favorite Teacher	Frequency of Mention	Rank
Has many activities, lets us do things, lets us paint, sing, have music, play ball, dramatize.	66	1
Smiles, cheerful, happy, has sense of humor, laughs, can take a joke, full of fun.	60	2
Explains lessons, is helpful with school work, makes lessons clear, assignments understood.	39	3
Not cross, crabby, grouchy, nagging, scolding, not get angry.	33	4.5
Is nice to us, kind, sympathetic.	33	4.5
Interested in what we do, understanding.	27	6.5
Uses many teaching aids, makes work interesting.	27	6.5
Is considerate of feelings.	15	7
Is friendly.	14	8.5
Has no "pets," shows no favoritism, fair to all.	14	8.5
Wears nice clothes, neat.	13	9
Fair in marking and grading.	8	10
Pleasing voice.	6	11
Plays with us.	5	12
Encourages us.	4	13
Strict.	3	14
Good discipline.	2	15.5
Polite, courteous.	2	15.5
Room bright and cheerful.	1	16
Peppy.	1	16
Shows appreciation.	1	16
Nice things to say.	1	16
Not bossy.	1	16
Pretty.	1	16
Calm, quiet.	1	16
Young.	1	16

Summary

Having read even a sampling of the essays reproduced in this chapter, one is impressed with the analysis made by children. Those who have any doubt that a child is capable of critical judgment need only to visit our American schools to find out for himself who the successful teacher is.

It is not so strange that the children have placed the teacher who "has many activities, lets us do things, lets us paint, sing, have music, dramatize" at the top of the list. Dolch¹ has stated that the change from home to school life should be one of gradual transition. He characterizes home life as active, spontaneous, manipulative, exploratory, and social, and school life should continue these, directing the children into more meaningful activities, and into new fields of experience.

The child should have worthwhile learning experiences, developing him along a social line, learning to express himself, increasing his speaking vocabulary, gaining experience background, learning to give attention to the task at hand, learning to dramatize, to interpret, to use his hands, experience number situations, to play, and to plan activities. All these experiences tend to make school a happy place.

With the technological advances which have been made in the past

1. Dolch, Edward William, Teaching Primary Reading, pp. 19-40, Champaign, Illinois, The Garrard Press, 1941

few years, it is not unusual that children enjoy a more active life at school. Everywhere about them there is action brought about by advancement, inventions, and innovations. The child has a natural tendency to want to be active. If the school is to prepare the child for future living, his school life should be more active. That places the teacher in a position to help make school life more realistic, to prepare the child to adjust to changing conditions.

The second most important conditioning factor is not exactly a teaching technique. It is a dispositional quality, but essential to the school environment. Placing the teacher who "smiles, is cheerful, is happy, has a sense of humor, laughs, can take a joke, is full of fun" in second place here is strengthened by the negative approach, "not cross, crabby, grouchy, nagging, scolding, does not get angry," in fourth place, and by placing "too cross, crabby, grouchy, never smiles, nagging, loses temper, cranky, scolds," in first place on the negative list.

The third reason reported concerns that of the school work, "explains lessons, is helpful with school work, makes assignments understood." Children have shown sound judgment by giving this third place with only "activities" and "conditions concerning disposition" ahead.

It is interesting to note that the children are concerned about the teacher being "kind, sympathetic, understanding," but the fact that she is "young", "pretty", or that she is "calm and quiet" does

not hold such an important place.

The teacher with "pleasing voice," "nice things to say," though quite far down the list, might be implied in position number two.

The fact that the teacher is "considerate of the children's feelings, is friendly, and has no pets" holds an important place to them. They have placed them seventh and eighth respectively.

Various teacher rating cards place the item "voice" quite high on the list. The assumption is that a "pleasing voice" is essential to good teaching, and doubtless it is in a personal application. However, to the children, ten others are ahead on the list.

A composite picture of "Miss X" stands out plainly in Table IV. Over and over again statements like these are used to describe their favorite teacher.

"Miss X always had some kind of activity going on. Every morning I knew there would be something new and interesting to do."

"She had a smile for everyone. If she met us outside of school, she talked and laughed the same as in school."

"She could explain our lessons so they didn't seem hard. If some child didn't understand, she gave him extra help."

"She gave us help, but she didn't do the work for us. She wants us to work out our own problems."

"The slow people were never left out. She gave them shorter lessons so they could finish when the fast ones did."

"... is the one that was always friendly. She wasn't always

getting cross and she didn't nag us."

"... if we spilled ink or had some other accident, she didn't jump all over us."

"She is so fair about everything, especially our grades. ... She treats us as iff we are growing up."

"She seemed to understand the way children feel."

"She is interested in us out of school as well as in school."

"She helped me out of many of my difficulties."

"When we came into the room, she noticed each one and said, 'Good Morning.' "

"The children liked to bring her flowers because she appreciated them so much."

"If anyone got sick, or if we hurt ourselves, she was very sympathetic."

"All the girls tried to be like her."

"She had a pleasant voice and a sunny smile."

"... came around to our desks to see if we needed any help."

"She didn't punish the whole room for something one person did."

"She doesn't just stand around and watch, but she plays."

"She didn't care if we played a joke on her sometimes, she laughed, too."

"My favorite teacher is nice looking, neat, and wears pretty clothes."

Thus do our elementary pupils place the stamp of approval on

the teacher. Table IV of this chapter is a most valid teachers' rating card, in spite of the fact that children have a limited vocabulary.

Chapter V - B

CHILDREN SPEAK FOR THEMSELVES

In the preceding chapter, the pupils have drawn a picture of their favorite teacher. In this picture they have portrayed the characteristics, abilities, qualities, and traits of their "ideal."

Contrasted in this chapter are the characteristics, abilities, qualities, and traits that make pupils dislike teachers. While there are many teachers who rated neither as the favorite nor the one disliked, it is gratifying to know there are more teachers like "Miss X" than like "Miss Y."

The statements reproduced in this chapter are in answer to the second part of the questionnaire:

(2) Have you ever disliked a teacher? If you have, tell in your own words why you disliked him or her. Call this teacher "Mr. Y" or "Miss Y". Do not give the teacher's name.

1. I did not like Miss Y because I was afraid of her. If we didn't "toe the mark," she was very cross. One time when she was out of the room the boy in front of me got into mischief. When she came back, someone told on him and she gave the boy a spanking. I was afraid of her after that.

2. I did not like Miss Y for this reason. I stuttered very badly. She insisted on calling on me to read. When I stuttered, the

children laughed. That made me feel ashamed and also a little angry, and then I stuttered worse than ever. You can't blame me for not liking her.

3. I did not like Miss Y because she tried to make me do things that I didn't want to do. I was very bashful and did not like to take part in programs. I did not mind taking part in the room, but it was when I got on the stage. When I saw people down in front of me, I had an awful feeling. It made me sick. One time Miss Y tried to make me take part. She picked me up and carried me on to the stage. I got off before the curtain opened, but, oh, how my heart did pound. I felt weak all over. I tried to stay away from her after that.

4. I did not like Miss Y. She was never interested in anything the children were doing. If they told her about their pets, she didn't seem to hear them. All she thought about was making us work. We never had time for any fun.

5. The teacher I liked least of all was Miss Y. She was cranky. We couldn't do anything without getting bawled out. She never smiled and all she could think about was getting our lessons finished.

6. Miss Y was the teacher I didn't like. She was too grouchy to be a schoolteacher.

7. I didn't like Miss Y. She was an "old maid" and she just didn't understand boys. She was very conscientious and spent a lot of time explaining to us. The thing that made me dislike her so

terribly much was in the winter time when the snow was on the ground. The principal had said "not to make snowballs," but with all that snow it was a temptation. "Just one little snowball," I thought. But one lead to another. We were having such fun. All at once I felt a slap across my face. When I got my eyes opened, there stood the teacher. I have never liked her since.

8. I did not like Miss Y. She always scolded me for not talking loud enough to be heard.

9. I did not like Miss Y. She did not give us credit for knowing anything. If she did not agree with us, she just said it was wrong. She thought her way was the only way that was right.

10. I did not like Miss Y. She gave us such long lessons and expected us to finish before the bell rang. If we did not finish, we had to miss out on our noon or play period.

11. I did not like Miss Y. She was forever nagging at us. We couldn't do anything to suit her. She was cranky and she never smiled. She had old fashioned ways of teaching.

12. Miss Y was the teacher I couldn't learn to like. I tried, but she always did something to upset me. She found fault with everything I did. What made it so embarrassing, she did it in front of the class. When she had me in tears, she would laugh at me and call me a baby.

13. I didn't like Miss Y. She wouldn't let us do anything. If there was a ball game, she would tell us we could go if we got our

work finished. That was the day she would make our assignments especially long. Only the pupils who worked fast were finished in time to go. She thought ball games were a waste of time anyway. The only thing she was interested in was studying. She didn't think anything else was important.

14. I didn't like Miss Y because she had too many "pets." She let them do everything and the rest of us never got to do anything. They got good grades whether they handed in their work or not. She held them up as perfect examples. She said we should be more like they were. I wouldn't want to be the teacher's pet because the others wouldn't like me.

15. I didn't like Miss Y because she wouldn't ever answer questions when we asked her. She never seemed to have time to help us with anything. If we asked for help, she would say she was busy and didn't have time, or she would tell us to work it out for ourselves. Sometimes she would promise to help us later, but "later" never came.

16. If there is anything I hate, it is a cranky teacher, and Miss Y was the crankiest I ever saw. She didn't have a pleasant word for anyone.

17. I didn't like Miss Y. She talked all the time. She didn't give anyone in the room a chance to say anything. She was a good teacher. She could explain anything so one could understand it, but she had to do all the talking. Most of the children in her room got so sleepy they nearly went to sleep, or they were getting into

mischievous, usually writing notes.

18. Miss Y was too sloppy. That is the reason I didn't like her. Most of the children like to have a teacher wear pretty clothes. If one has to look at a teacher all day, one would want that teacher to fix up and be neat. I think the teacher should be a good example for the children.

19. I did not like Miss Y because I was never quite sure what she wanted me to do. The rest of the children felt the same way. She got very cross if anyone asked her over. She didn't want anyone to laugh or have a good time.

20. Miss Y was a good teacher but she was too strict. We had to sit in our seats and study all the time. I believe in studying, but I like to paint or make things. We didn't get to act out plays or put on programs like the other rooms.

21. I did not like Miss Y because she did not give us the grades we should have. She graded one according to the way she liked you.

22. I did not like Miss Y because she was very cross. She was also mean. If somebody did something she didn't like, she slapped or shook them.

23. Miss Y is grouchy and that is my reason for not liking her. She gets mad if the kids do something she doesn't want them to.

24. I did not like Miss Y because she did not like the children in her room. At least she did not act like it. She would not help us with our lessons. We could not do anything without getting

scolded. No matter how hard we tried we could not please her.

25. I dislike Miss Y very much because she will not give me a chance to do anything. She thinks that her way is right every time. She treats the children in her room as if they do not know anything.

26. I have liked most of my teachers, but some I have liked more and some less. The one I liked the least was a woman teacher who used to slip around to hear what we were saying. I did not like for anyone to slip up behind me.

27. The teacher I liked the least was one who was always accusing someone of taking something. If something was missing, she would blame someone. She thought she knew. She accused me of taking money from her desk one time. I did not take the money and I do not know who did. She tried to make me say that I took it. She kept after me for several days. I got so I hated to come to school. She was a cross teacher and never had anything nice to say to the children.

28. I did not like Miss Y. She should never have been a teacher because she did not like children. She was not interested in anything we did. I want the teacher to like me.

29. The teacher I like the least is just an old "busy body." She walks around and watches everything the children do. She doesn't get in and play games or help with anything. She watches the kids like a cat. She seems to think the kids have secrets or that we are talking about something we shouldn't.

30. I didn't like Miss Y. I had trouble with my arithmetic.

She was very cranky when I asked her to help me.

31. Miss Y was the teacher I liked least of all. If someone did something in the room that he shouldn't, she punished everyone for it. Like if someone came in late at recess, she made everyone stay in for it. That wasn't fair to the rest of us. I do not like to be punished for something someone else does.

32. Miss Y was too cranky. That was why I did not like her.

33. I did not like Miss Y because she made us study too hard. We did not get time for any activities.

34. Miss Y had a very gruff voice. When she talked, you thought she was going to take your head off. She wasn't half as bad as she sounded, but I was afraid of her. You thought she was scolding when she wasn't.

35. Miss Y did not hand our papers back. I did not like her for that. She was too lazy to correct them. We couldn't tell what we had wrong. She was lazy about other things, too.

36. I didn't like Miss Y because she yelled at us. Some days she was nervous and talked real loud. She did not know how to make the kids behave, so she had to yell to make them hear her.

37. Miss Y was too cross.

38. Miss Y is the teacher I liked the least. She was usually fussing around because things didn't suit her. She complained about everything. She went around with a sober face, never smiled.

39. The teacher I disliked so much was unpleasant and hard to

please. When the children brought her apples or flowers, she didn't even thank them. Most of the time she didn't seem to know we were there.

40. I did not like Miss Y because she was so nervous. Noises in the room that most people would not pay any attention to irritated her and made her cross. We were almost afraid to move for fear of getting our heads snapped off.

41. I did not like Miss Y because she had a temper. About once a week she would blow up. The boys did things just to make her angry.

42. The reason I did not like Miss Y was because she did everything the same way. We knew just what would happen every day. The lessons were dull and uninteresting. We tried to get her to let us make something, but she thought we would be wasting our time. She believed in doing only what was in the book.

43. My reason for not liking Miss Y is this. If our lessons were not done the way she wanted them, she spent a whole period scolding us. It would have been much easier to explain what she wanted. She was that way about everything. She hardly ever praised us for anything we did.

44. I didn't like Miss Y because she just wouldn't be pleased. She wasn't satisfied unless she had someone in tears. She would tell us that we never did anything right or that she always had to do things after us.

45. The teacher I liked the least was not very polite. She

wanted us to be polite. She scolded us if we forgot our manners. At the same time she would do the same thing she told us not to.

46. The teacher I liked the least talked too much. We got tired of listening to her. Billy had a hearing aid. When he got tired of listening to her, he turned the hearing aid off. The rest of us couldn't do that. Her voice was unpleasant. She explained the same thing over so many times that the kids didn't listen.

47. I disliked Miss Y because she said we were dumb. She was always telling the children in the room that they were dumb. I don't think any teacher has a right to do that. Some of the children in the room did have a hard time with their work, but maybe they would not have had if she would have helped them instead of calling them dumb.

48. I did not like Miss Y because she picked on me. Seemed as if I couldn't do anything to suit her. I was unhappy all the time I was in her room.

49. I disliked Miss Y because she had no sense of humor. If we played a joke on her, she would not laugh. She couldn't see anything funny. She assigned long lessons. Some of the children did not get any time to play because they did not have their work finished.

50. I did not like Miss Y because she would not let us have any fun. We had to study too much. She would not go out to play with us and sometimes she would not let us go out either. She was a cross teacher.

TABLE V

A Composite Picture of "Miss Y"

Reasons for Choosing "Miss Y" as the Least Favored Teacher
 Arranged in Order of Frequency of Mention
 as Reported by the Pupils

Why "Miss Y" was the Least Favored Teacher	Frequency of Mention	Rank
Too cross, crabby, grouchy, never smiles, nagging, loses temper, cranky, scolds.	65	1
No activities, no interest, never get to do anything.	44	2
Not helpful with school work.	40	3
Inconsiderate of children's feelings.	35	4
Has "pets," picks on certain pupils.	30	5
Hard to please, never satisfied.	28	6
Assignments too long.	25	7
Dull, uninteresting, tiresome, monotonous.	19	8
No sense of humor.	15	9
Mean, unreasonable.	14	10
Unfair in marking, grading.	13	11
Busy body, fussy.	12	12
Old fashioned.	5	13
Unpleasant voice.	4	14
Poor discipline.	3	15.5
Not neat.	3	15.5
Punished all for something one did.	2	17.5
Accusing, suspicious.	2	17.5
Talked too much.	1	19
Called dumb.	1	19
Lazy.	1	19

Summary

In Chapter V-B, our elementary critics have painted another picture for us, that of "Miss Y," the teacher liked the least. It is gratifying to know that there are more teachers like "Miss X" than like "Miss Y."

Even children are not entirely free from bias and prejudice in describing the teacher they liked least. That would not be human nature. But by reading critically and considering the frequency of the statement, there is marked evidence that the children are sincere.

It will be recalled that although the children were asked to express themselves freely, they were not allowed to converse, and as soon as the papers were completed, they were collected. This gives added assurance of the validity of children's opinions, as only first recollections were recorded.

There can be no doubt that the first ranking reason for pupil's dislike of a teacher is a matter of disposition. A teacher who is "cross, crabby, grouchy, never smiles, is nagging, loses temper, is cranky, and scolds" has no chance of being liked. In fact, the children fear her.

Second only to a mean disposition is the fact that she would not let the children do anything, had no activities, no interest. There may be teachers who contend that they do not get paid for activities as that is extracurricular.

"Not helpful with school work," takes third place. That the

pupils themselves recognize this fault in the teacher makes it doubly bad. Certainly no teacher can defend herself by saying she is not paid to be helpful.

The fourth ranking reason for placing "Miss Y" in this group is that of "inconsiderate of children's feelings." How some teachers could be so inconsiderate is hard to understand. A few quotations will illustrate the pupils' reactions.

"She insisted on calling upon me to read. When I stuttered, the children laughed."

"All at once I felt a slap across my face. There stood the teacher. I know I shouldn't have been throwing snowballs. I have never liked that teacher since."

The fifth reason, namely, "has 'pets'," "picks on certain pupils."

The sixth reason, "hard to please, never satisfied."

A few quotations here will help us get a better picture of "Miss Y."

"I did not like 'Miss Y' because I was afraid of her."

"She was cranky. We couldn't do anything without getting bawled out."

"She was too grouchy to be a school teacher."

"She was never interested in anything the children were doing. If they told her about their pets, she didn't seem to hear them."

"She was cranky and she never smiled."

"If we asked for help, she told us to do the best we could or she would say she was busy and didn't have time."

"We didn't get to act out plays or put on programs."

"She made us study too hard. We didn't have time for activities."

"We couldn't do anything without getting scolded. No matter how hard we tried, we couldn't please her."

"She talked all the time and didn't give anyone in the room a chance to say anything."

"She thought ball games were a waste of time. The only thing she was interested in was studying."

"She had too many pets. They got good grades whether they handed in their work or not."

"She thinks that her way is right every time. She treats the children in her room as if they didn't know anything."

"One was never quite sure what was expected of you."

"She was not neat. I think the teacher should be a good example for the children."

"She accused me of taking money from her desk. I didn't take the money and I don't know who did."

"She did everything the same way. The lessons were dull and uninteresting."

It would be well for teachers to reread many of these statements in search of the meaning and implication of their positions. All of the reasons given are worthy of thought and reflection, for practically

all of them are within control of the teacher and subject to correction.

If, as stated in Chapter V-A, the composite picture of "Miss X" is the best self-rating card ever constructed, the composite picture of "Miss Y" is the best rating card of what a teacher ought not to be.

Chapter VI

SUMMARY AND CONCLUSIONS

The study of teacher-pupil relationships has certain implications worthy of notice for those who aspire to be teachers, and for those who have the responsibility of guiding teachers in the field of preparation, or selecting teachers for positions.

As will be recalled from Chapter II, the problem of the investigation was two-fold: (1) To study the teaching procedures in the elementary grades of the South Kitsap Schools. (2) To determine the effect of teacher personalities upon the behavior of the pupils. At that time, the writer could only assume that teacher personalities have an effect upon the behavior of pupils, while now, definite statements can be made without fear of challenge or contradiction.

It appears that seven generalizations may legitimately be concluded from the data obtained through this study.

1. Positive and negative teaching has an effect upon the behavior of pupils.

2. Elementary school children show good judgment of their teachers.

3. The children's favorite teacher in this study is known as "Miss X." A tabular summary of reasons for liking "Miss X" is given at the end of Chapter V-A.

4. The teacher liked the least by the children in this study is known as "Miss Y." A tabular summary of reasons for liking "Miss Y" the least is given at the end of Chapter V-B.

5. Children display positive behavior and are much happier in classroom situations like those of "Miss X."

6. Children display negative behavior and are often unhappy in classroom situations like those of "Miss Y."

7. No teacher is in full possession of all the likenesses of "Miss X" all the time, nor can any teacher possess all the characteristics of "Miss Y" all the time. There are positive traits in the worst and negative traits in the best.

Suggestions for Further Study

Further investigation might well be directed in the following studies:

1. A similar investigation might be made using several schools in different localities, and employing more of a statistical analyses about teacher traits rather than the descriptive technique used in this study.

2. A second possible investigation might be carried out to determine the effect of positive and negative teaching upon the pupil over a longer period of time. This would require that the observer have closer contact with the teacher and pupils, and would take much longer to complete the study.

3. Still a third investigation to consider might be to select a

limited number of teachers unanimously rated as positive or negative by administrators, supervisors, and pupils, and make an extensive study of the total teaching personalities and what makes each effective or ineffective in teacher-pupil relationships.

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